Every day, we are honored to take action that inspires the world to discover, love and nurture the greatness in all children.

Washington State Department of Early Learning

The Professional Development Consortium

Core Competencies for Early Learning and Care Professionals

Why were the Core Competencies created?

- House Bill 1943 – The Professional Development Consortium (PDC)
  - Creation of a coherent system of professional development system including the development of core competencies for early learning and school age program staff, directors and administrators

Washington State Department of Early Learning

Who are members of the PDC?

- Department of Early Learning
- Thrive by Five Washington
- Department of Health
- Educational service districts and school districts
- State Board for Community and Technical Colleges
- Higher Education Coordinating Board
- Office of the Superintendent of Public Instruction
- Washington State Child Care Resource & Referral Network
- Other organizations that represent, research or provide professional development to the early learning and school-age work force

Kids' Potential, Our Purpose

What are Core Competencies?

- ☑ They define what early care and education professionals need to know and do to provide quality care and education

- ☑ Serve as the foundation for decisions and practices carried out by professional in all early care and education settings

- ☑ Establish a set of standards for care and education to support professionalism in the field

How were the Core Competencies created?

- Review of existing Washington standards/systems
  - Skill Standards
  - P-3 Competencies
  - ECEAP
  - Licensing standards
  - Washington Early Learning and Development Benchmarks
- Review of national standards/systems
  - NAEYC and NAFCC
  - Head Start
  - Multiple State Core Competencies
    - New York
    - Virginia
    - Ohio
    - Illinois
    - Kansas and Missouri

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Selection of an existing framework

- The PDC selected the Kansas and Missouri Core Competencies for Early Care and Education Professionals as our framework
  - Alignment with existing Washington standards and systems
  - Commensurate with higher education opportunities
  - Alignment with School Age Core Competencies developed by School's Out Washington
    - Selected Kansas and Missouri Core Competencies for Youth Development Professionals

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What are the content areas?

- Child Growth and Development
- Curriculum and Learning Environment
- Ongoing Measurement of Child Progress
- Family and Community Partnerships
- Health, Safety and Nutrition
- Interactions
- Program Planning and Development
- Professional Development and Leadership

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What are the Core Competency Levels?

Level	Knowledge and Skills
One	Level 1 includes the knowledge and skills expected of a professional new to the early care and education field, or a professional who has been in the field but has had little opportunity for specialized mentoring, training or education.
Two	Level 2 includes level 1 plus the knowledge and skills commensurate with a Child Development Associate credential, a certificate in child development, or equivalent training/education.
Three	Level 3 includes levels 1 and 2 plus knowledge and skills commensurate with an associate's degree in early childhood education or child development.
Four	Level 4 includes levels 1, 2, and 3 plus knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.
Five	Level 5 includes levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in early childhood education or child development.

How Core Competencies Can Be Used

Audience	Possible Uses
Providers, Practitioners and Teachers	•Assess level of knowledge in content areas •Identify areas of need for future professional development
Directors/Administrators	•Specify training and education requirements for job descriptions •Develop training and education plans – goal setting •Establish a salary scale based on educational achievement
Trainers/Training Organizations	•Plan and organize training opportunities •Promote training opportunities
Higher Education	•Coordinate and design course content to facilitate transfer and articulation agreements •Organizing framework for credentials, certificates and degrees
Professional Development Efforts	•Create framework for career development system that allows professionals to achieve recognition in the field •Provide competency based training and education •Help ensure compensation is commensurate with training and education

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Where can I get more information?

▣ Department of Early Learning website:

   www.del.wa.gov/partnerships/development/core.aspx